

ks
L'exemplaire filmé fut reproduit grâce à la générosité de:

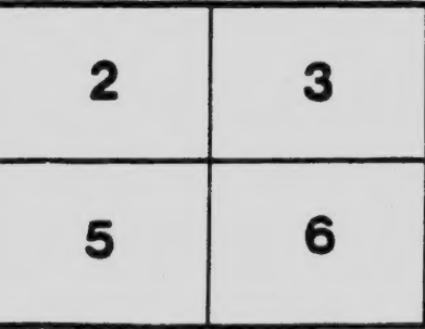
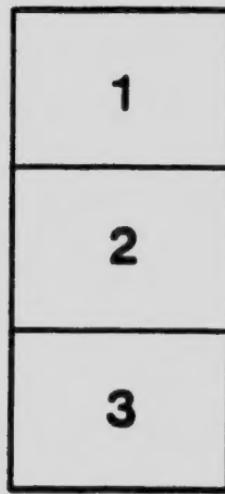
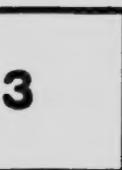
Department of Rare Books
and Special Collections,
McGill University, Montreal

Les images suivantes ont été reproduites avec le plus grand soin, compte tenu de la condition et de la netteté de l'exemplaire filmé, et en conformité avec les conditions du contrat de filmage.

Les exemplaires originaux dont la couverture en papier est imprimée sont filmés en commençant par le premier plat et en terminant soit par la dernière page qui comporte une empreinte d'impression ou d'illustration, soit par le second plat, selon le cas. Tous les autres exemplaires originaux sont filmés en commençant par la première page qui comporte une empreinte d'impression ou d'illustration et en terminant par la dernière page qui comporte une telle empreinte.

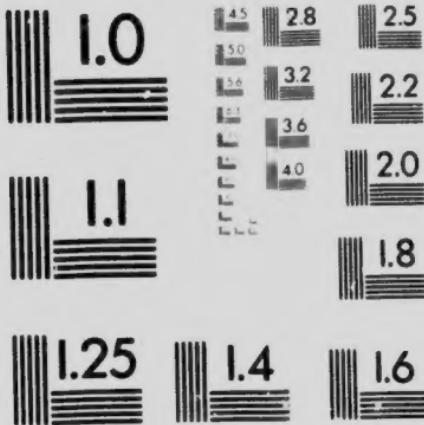
Un des symboles suivants apparaîtra sur la dernière image de chaque microfiche, selon le cas: le symbole → signifie "A SUIVRE", le symbole ▽ signifie "FIN".

Les cartes, planches, tableaux, etc., peuvent être filmés à des taux de réduction différents. Lorsque le document est trop grand pour être reproduit en un seul cliché, il est filmé à partir de l'angle supérieur gauche, de gauche à droite, et de haut en bas, en prenant le nombre d'images nécessaire. Les diagrammes suivants illustrent la méthode.



MICROCOPY RESOLUTION TEST CHART

(ANSI and ISO TEST CHART No. 2)



APPLIED IMAGE Inc

1653 East Main Street
Rochester, New York 14609 USA
(716) 482-0300 — Phone
(716) 288-5989 — Fax

MEMORANDUM

SENT TO

TEACHERS IN CHARGE OF MACDONALD
SCHOOL GARDENS, 31ST MARCH, 1905.

DESIRE to submit the following for your information and guidance in connection with the school garden work during the coming season :—

SOME WORK IN THE GARDEN EVERY DAY.

I think each travelling instructor should request the teacher at every school to devote some time every day, when the weather is suitable, to work with the pupils in the school grounds and school garden. I would suggest that leaders might be appointed, each with a committee formed of the pupils of the school. These, of course, would carry on the work under the superintendence of the teacher. They might devote from a-quarter to a-half hour every day to such matters as the weeding of the paths between the plots, the weeding of the class beds, the care of trees and the general care of the lawn and play-grounds. I am confident that less than one-half hour per day devoted to this work would give the school grounds and garden a very nice appearance and would put the beds and the garden as a whole into such a condition as to let the children profit to the fullest extent by the weekly visits of the instructor.

PURPOSE RESTATED.

I take this occasion to remind you that the garden is primarily to be used as a means for the education of the children. Incidentally and afterwards it should be used to interest the parents and to let the people of the locality see that the garden has also a practical use, in preparing the children to have greater love for beautiful premises at their own homes, and more ability in connection with the occupations of the locality when they grow up.

In addition to the single plots or beds to be managed by single children or children in pairs, I think there should be one bed, at least, assigned to a class of children as such. That might or might not be one of the illustration plots or beds of which I speak in the next paragraph.

ILLUSTRATION PLOTS.

I think it desirable now to arrange for a series of illustration plots at each school. These beds need not lie side by side; but they should be numbered so that a definite rotation might be followed in their use. I think it desirable that eight plots should be arranged for, each plot being of a size 10 ft. 5 in. x 20 ft. 10 in. That would make each plot 1/200 part of an acre in area.

On another sheet I send you a diagram which will illustrate the scheme which I think should be followed in the illustration plots. It has really a threefold purpose: to illustrate (1) the difference between the use of selected good seed and selected poor seed; (2) the difference in the returns obtained from cereals when sown on land on which clover has been grown the previous year, and when sown on land on which grain only has been grown the previous year; (3) the difference in the yield of potatoes when sprayed and when not sprayed.

In addition to these three points, the effect of rotation as illustrated in plots No. 1 to 6 could be compared with the results from plots No. 7 and 8.

The wheat (selected good and selected poor seed) should be, of course, of the same variety and, if practicable, from the same crop. I shall be able to furnish all the cereals required for these plots this year. I think the children should make selections of good and poor seed themselves, for following years.

The potatoes on plots 3 and 4 should be, of the same variety and put in under conditions as nearly similar as practicable, the only difference being in the treatment afterwards, in the one case the crop being sprayed and in the other case not sprayed.

SPRAYING OUTFITS.

I thought it would be necessary to provide a spraying outfit for each school, considering the distances, the need for spraying the crop frequently during its growth and the weather conditions that might prevail.

Paragraph from a later letter: On the whole I think it better to have a spraying outfit left at each school. That will enable two of the older pupils to spray when the teacher thinks it necessary to have that done. Then I would be willing to let such pupils, either before or after school hours, or on Saturdays or other holi-

days, use the apparatus to spray the plots of potatoes of neighboring farmers. The earnings from that work might go, one-half to the boys themselves and the other half to the School Garden Fund.

OUTSIDE LABOR TO GET PLOTS READY.

In the preparation of those plots this spring, I think it necessary to arrange to have *the work of preparing these beds* done without calling on the children of the school for and manual labor in connection therewith. Please arrange at your early convenience to have some good man or men, under your care, lay out these plots and dig them. If they could be cut out in the grounds now in lawn or in sod, that would suit. Choose the site with an eye also to the keeping of these, "as a city set on a hill" I think each plot should be staked out and cultivated by hand every year. If you are not able to find one man who will undertake all this work at each school, perhaps you might arrange with the trustees, or some others, to come some one-half day and do the whole job, as at a "School Bee." If they wanted any pay for that, I would be willing to pay them whatever you and they thought was fair for that work.

SEEDS AND PLANS READY ON TIME.

I think it desirable that you should have the plans for all your plot work made in good time and considered by the children and the school in order that the boys and girls might have for themselves plans of the beds and the seeds to be planted before the time for actual planting arrives.

JAS. W. ROBERTSON.

ROBERTSON, JAS. W.
Fergus, Ontario.

Canadian
Agricultural
Experiment Station

ILLUSTRATION PLOTS.

	FIRST YEAR.	SECOND YEAR.	THIRD YEAR.
1	GRASS OR CLOVER	POTATOES SPRAYED	WHEAT SELECTED GOOD SEED, WITH CLOVER
2	GRASS OR CLOVER	POTATOES NOT SPRAYED	WHEAT SELECTED POOR SEED, WITH CLOVER
3	POTATOES SPRAYED	WHEAT SELECTED GOOD SEED, WITH CLOVER	CLOVER
4	POTATOES NOT SPRAYED	WHEAT SELECTED POOR SEED, WITH CLOVER	CLOVER
5	WHEAT SELECTED GOOD SEED, WITH CLOVER	CLOVER	POTATOES SPRAYED
6	WHEAT POOR SEED, WITH CLOVER	CLOVER	POTATOES NOT SPRAYED
7	OATS, WITH CLOVER	BARLEY, WITH CLOVER	WHEAT, WITH CLOVER
8	OATS, WITHOUT CLOVER	BARLEY, WITHOUT CLOVER	WHEAT, WITHOUT CLOVER

ALL MANURED ALIKE

NO MANURE



